

Final Written Mediated Assignment:

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I am a Design Studies Management major and foremost a Marketing major. Therefore, the courses I've taken throughout my studies have not been studio design classes. I registered for this class with a very different understanding of what media editing was. The course description stated, "Covers topics of immediate or special interest to a faculty member and students". This statement obviously doesn't lend much insight. Therefore, I formed the impression that this class would be about editing photographs; which I suppose was my understanding of the concept of media editing.

I have learned that media editing is so much more than that. Media editing is a broad term that encompasses various ideas and processes. Media itself is a variety of mediums and elements classified into one category. Dictionary.com defines [media](#) to be, "any kind of data including graphics, images, audio and video". We could have covered any number of media types this semester; for example, the various compositions, sizing, and placement of text. Also, we could have delved into the mediums of gaming, wayfinding, and environmental editing; nevertheless, each module we covered held certain aspects of importance in the realm of media editing.

Visual literacy in module one was a great foundation for this course. This concept was introduced with the "simplest minimum unit of visual communication: [dots](#)". Then, a chain of dots became a line with a sense of direction. More elements of visual communication were introduced, such as, shape, direction, tone, color, texture, and scale. Each of these elements built on one another to create new forms of visual communication. This process was very similar to the progression of each module within the course; visually literacy created a foundation for my understanding of what media editing is.

As a marketing major I decided to pursue a concurrent degree in design studies management, due to my inclination towards the creative aspects of marketing. I was just accepted for a summer internship in the creative department at an integrated marketing agency I interned at this semester, [Moses Anshell](#). I am currently working in their public relations and brand strategy departments. I was able to work briefly with the Senior Art Director at Moses Anshell, and I knew I would apply for the [Bullpen](#), a summer

internship in the creative department. I have begun to think of how my studies can aid me in success during my internship this summer. In retrospect, elements of this course relate closely to the considerations of an art director in creating advertisements. I think that is why I really enjoyed learning about the development and progression of logos. A good logo can be recognized from a glance; the [picture below on the left](#) is a representation of that. The [picture in the middle](#) is a depiction of how logos have progressed with the times. As Starbucks' product and culture changed, their logo adapted to those changes. Not only has company culture altered logos, the development of our society has as well. Understanding logos as a part of visual literacy is important as a marketer. The [picture on the right](#) is evidence of understanding how to appeal to your audience. A majority of women apparently relate to squiggles, trees, ribbons, and spirals. That is why all of these women's health, beauty and support groups incorporate these symbols into their logos, as you can see in the picture below.



Another module in this course that ties in with marketing is [social networks](#). I was intrigued to learn that a social network: the collections of social ties among friends, is a medium of media editing. [Graphs](#), a set of objects (nodes) connected by links (edges), can be utilized to specify relationships among a collection of items. Graphing out social networks can assess the strength and weakness of connections, how information flows through a social network, how different nodes play structurally distinct roles, and how these roles shape the evolution of the network itself. Looking at an example from

lecture, [graph \(a\)](#) shows four undirected nodes, and [graph \(b\)](#) shows four nodes in a directed graph, the distinction being the arrowheads. This is the simplest way to view and understand the graphing of social networks.

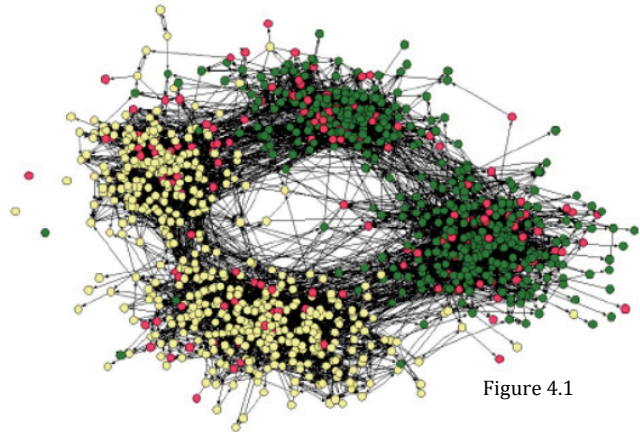
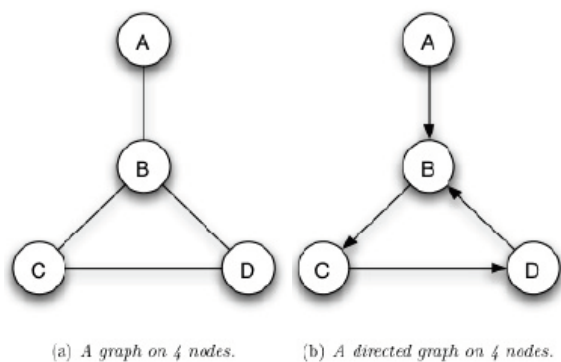


Figure 4.1

Much more complicated graphs exist such as [Figure 4.1](#), which uses [homophily](#) to divide this social network into densely-connected, homogeneous parts that's are weakly connected to the other parts. In this example, there are two distinct divisions: racial groups (yellow and green) and friendships among those groups. Almost all of the nodes in this particular graph have paths between them therefore there is strong connectivity. Marketers can use similar graphs to identify social influencers, which are seen through these existing links and divisions. People with high influence amongst a social network can be analyzed to determine characteristics, trends, and preferences. This data can then be used to effectively target an entire network based on a limited amount of information. It's apparent that media editing can use this medium in a way that takes a snapshot of conversations, from the collected data.

I now understand that media editing is very much a combination of processes that alter various mediums. We progressed through graphics, audio, movies, networks, interfaces, and spatial interventions. Each of these modules involved using our own ideas and skills to edit them. The type of manipulation involved in editing the graphic, audio, and movie modules is what I would have typically thought media editing was. Through working with social networks, interfaces, and spatial interventions I became aware of the expansive reach that media editing has over all of these mediums and more.